

CHAPTER I

BACKGROUND OF THE STUDY

Field Study (PPL) is one of the activities that must be taken by all students of Islamic University of Indonesia educational program. PPL activities include teaching practice, administrative practice, practice guidance and counseling as well as activities that are curricular and extracurricular prevailing in school practice. All of these activities must be carried out by students of the practitioner, because the readiness of a prospective educators can be seen from the readiness of students follow this PPL. Field Study (PPL) are expected to develop and gain new experience in the education process of the candidates for educators.

Before we went to the next level of teaching practice, we should know how to teach in the class in a good way. We should know out student characteristic and background. That's way, in sixth semester we should take Micro Teaching subject to learn about teaching in class. Micro Teaching is Peer teaching where we teach our friends and its like playing drama about teaching in the class. After wait for 1 month because I am the second group that doing Field Study, we release for doing PPL in 12 September 2015 at 09.00 AM. We are the second group consist of 8 student that doing PPL. On the first day of PPL, we started to observe one class and join the teaching process. They seemed happy to see guest to come to their class. However not all the student enjoyed the class. They

said, that English is boring subject and difficult. Observation the process of teaching and learning activities directly processed. Things that are observed in the learning process is the activity of the teachers from getting open lessons, presentation materials, teaching methods, use of language, the mastery of technique classes, and media usage up to close the lesson.

After a week of observation, finally we got the chance to teach in the classroom. We got 5 material that we should teach, but we only teach 3-4 times because in the middle of the month they doing mid exam. Thus, we only can teach 4 times in one month. Before we taught, of course we should make a lesson plan. Lesson plan help us to teach and what we should do in the classroom. We also make the media, for making the teaching process interesting. Games and quizzes also should be in the teaching process.

Start from 25 September 2015 I started to teach in my first class. Its X MIPA 3. The student is quite calm and not to noisy. However they are not very welcome to me. Some of the student ignore when I started to introduce my self. However it is ok, because its my first time being in the classroom as a teacher. The topic I teach in MIPA 3 is Advertisement.

28 September 2015 is my second times doing teaching practice. In that day I teach X Social 1. First time I get into social class , the class is very noisy and the students a bit rude. The topic I teach in X Social 1 is Recount Text. I used laptop, holiday story to explain the material.

2 October 2015 is my third times teaching in classroom. I teach X MIPA 2. The class is better than the previous one. The students are very welcome and nice. Because its my third times teaching, I feel more confident than before. I prepared enough the material and the student are very interesting with it. I used Laptop and short story to explained the topic.

16 October 2015 is the last time I do the teaching practice. I teach the same class, X MIPA 2. But the topic is Recount text which I already teach in X Social 1. I also used laptop and short story to explain and do the teaching practice.

After doing all the teaching practice, I focus on X MIPA 2 as my research. I teach MIPA 2 on 2 October 2019 and 16 October 2015 but I focus on MIPA 2 on 2 October 2015 which the material is short story. When I teach short story, I used laptop, short story and picture. I prepared the short story and explained what is short story, the structure of short stories and the characteristics of short stories, the grammar, vocabulary related to character, settings, characters in a story. In addition, I also explained the use of grammar, namely simple past tense, simple continuous past tense in stories of the past or legend.

After doing the explanation, I gave the opportunity for students to ask when there is something unclear. With the guidance and direction of the teacher, asking and questioning about social functions, the structure of the text, and the language elements of each short story. Then doing some

exploration from their experience or events that happen in their life. After that, I ask them to analyze the short stories that were shared and read together with the group. I randomly discuss and appoint students to share the results of their analysis to find out how they understand the short story characters. Then for the task, I shared Picture Series into each group and ask students to make short stories based on the storyline in the picture. Students are free to create and work together in groups. After they finish the story, I ask every group to shared what they write in front of the class. The students were very exited when I was doing the teaching practice in their class. They were very welcome when I came into the class. They listen everything I explained in the class. They also not very noisy when the teacher explain in front of the class. But they always ask to use Bahasa when I teach or explain in the class like the other class always do.

There are two studies that also use picture series to teach speaking. The first research was titled Teaching Speaking in English by Using The Picture Series from Zainatuddar(2015). He uses pictures to teach speaking in second-year in SMK 1 Lhoksumawe with 30 students. The instruments were a questionnaire sheet and a speaking test sheet. The data from tests were analyzed by using the Statistical Package for the Social Sciences (SPSS). The findings indicate that PST used in teaching speaking affected the students' speaking score.

And the second research was titled Teaching Speaking Through Picture Series at Senior High School Students by Fatimbhara, Mahpul and,

Suka(2015). They uses picture series to teach Speaking skill in XI TKR 2 Industry Class of SMK 2 MEI Bandar Lampung with 37 students. The data were obtained from the pre-test and post-test. The result showed that there was a statistically significant increase of students' speaking achievement.

My research also using picture series to teach speaking skill in grade X Senior High School with 32 students. The method is using picture to make a short story.

The purpose of this research aim to describe the use of picture series to teach short story making for grade X in Senior High School students.

